

Teaching with the FCCLA Competition Interior Design Rubric
Cheryl Moyle
Olympus High School
Salt Lake City, UT
cmmoyle@graniteschools.org

Scope and Sequence
10-11 days/ninety minute periods

Day 1- Complete Step 1

No need to type the material, just create a hand written rough draft.

Day 2- Complete Step 2

According to your family income select a floor plan on line or in a magazine that meets the requirements on the Step 2 chart. Print or Xerox it off.

Day 3 and Day 4- Complete Step 3

Select one room to create a design plan and furniture arrangement that fits your families needs. Prepare it on RC Willey site or hand draft it.

Day 5 and 6- Complete Step 4

Select design samples for your room arrangement and clip art that illustrated your selected family and mount everything on black card stock.

Day 7- Complete Step 5 and Step 6

Create a cost itemization chart using the internet, phone etc.
Using a pencil select one wall to create an elevation then Xerox it off.

Day 8- Complete Step 7 and Step 8

Create a business card and print it 3 times.
Color the elevation to resemble your selected design samples; mount on black card stock.

Day 9 and Day 10- Complete Step 9 and Step 10 and Step 11

Make block lettering titles.
Mount everything on black card stock.

Day 11

Write a simple presentation on a 3x5 card.
Present in small groups using 2 easels.

My students pay \$15.00 for a design kit that includes: graph paper, card stock, foam core, art eraser, pencils, tracing velum and some other things for the class. I purchase some things from the district warehouse and some from Reuel's Art and Frame: Russ Gardner, Sales Representative, 801-355-1713 or e-mail russ@reuels.com

NAME _____ PERIOD _____ DUE DATE _____

INTERIOR DESIGN PRESENTATION BOARD

200 POINTS

Small Group Class Presentation

Two Presentation Boards

For this project you will be demonstrating your understanding of the principles and elements of design, floor plan arrangement, and knowledge of background usage and coordinating as they relate to a home interior. The design board should be as perfect as possible. It will be graded more critically than anything we have done this year. It should incorporate and demonstrate mastery of everything we have learned. When creating it consider balance, proportion, color, spatial arrangement, variety and unity. Most important is neatness and professionalism. The final project is worth 125 points and will be graded on neatness, completeness, creativity, accuracy and professional appeal. All of the items below must be included in your final project.

STEP 1 (10 points) Create Your Family

- Make a written rough draft to include the following:
 - Create a family of 3 individuals
 - Write a sentence describing why they are a family.
 - For each person include: name, age, education, occupation, yearly and monthly income, hobbies, activities, personality, likes, dislikes, what they want and don't want in a home.

STEP 2 (10 points) Select a Floor Plan

- Circle the number on the chart below that best describes your family.
- Look in floor plan magazines or on line to find a home that fits your family's wants, needs and price range.

	Yearly Salary	Monthly Salary	Cost of Home 25% of monthly salary	Cost of Home 35% of monthly salary	Square footage of home	Total Cost of Home
1.	\$50,000.00	\$4,167.00	\$1,042.00	\$1,459.00	1,300 ft sq	\$220,000.00
2.	\$100,000.00	\$8,300.00	\$2,083.00	\$2,917.00	3,000 ft sq	\$475,000.00
3.	\$150,000.00	\$12,500.00	\$3,125.00	\$4,375.00	4,500 ft sq	\$600,000.00
4.	\$200,000.00	\$16,700.00	\$4,167.00	\$5,845.00	5,500 ft sq	\$700,000.00
5.	\$300,000.00	\$25,000.00	\$6,250.00	\$8,750.00	6,500 ft sq	\$800,000.00
6.	\$400,000.00	\$33,300.00	\$8,300.00	\$11,700.00	8,000 ft sq	\$1,000,000.00

(These figures are estimates based on: 5.5% interest on a 30 year loan. Accurate costs depend on home upgrades and location.)

- Select a floor plan and it's rendering from the internet or choose one from a floor plan magazine.
 - <http://www.themajestic.com/floorplan.htm>
 - <http://www.retirement.org/cascade/plans/htm>
 - <http://www.thehousedesigners.com/default.asp>
 - <http://www.dreamhomesource.com/>
 - <http://www.architecturaldesigns.com/>

STEP 3 (10 points) Draft a Room to Scale and Arrange Furniture

- Select one room to decorate and design. _____
 - What are the dimensions? _____
(Remember rectangle is the best shape.)
 - What is the function of the room? _____
-
- Draft your room on line (Use FireFox):
 - Go to: <http://www.rcwilley.com/RoomPlanner.soa>
 - Push "launch"
 - Choose "empty"
 - Put in the dimensions of the room you want in feet and inches. Select the type of room you are doing.
 - Push "save as", a message will come up telling you to log in or register. Push "click here", enter your e-mail address and password twice. Push "OK".
 - Push "save as" again. Put in a name for the room and push ok.
 - Push "structural". Begin moving doors and windows into your room. Make sure that they are the sizes you want. You can change their size by pushing on the "i". Rooms can also be rotated by pushing "i" or by using the icon with the curved arrow.
 - After adding the structural elements to your room, begin adding furniture. Check the traffic pattern areas by using the ruler and dragging it to two points to make sure there is enough room to get around the furniture.
 - Change room scale to $\frac{1}{4}" = 1 \text{ foot}$.
 - Save your room and print it.
 - Look around on the internet, the RC Willey site or others to find pictures of some furniture pieces you plan to use. **MAKE SURE THAT YOU GET THE DIMENSIONS OF EACH FURNITURE PIECE YOU PLAN TO USE.** Print the furniture pieces you choose to use for your presentation board.
 - After collecting pictures and dimensions you can go back to your room on the RC Willey site. Enter the dimensions by pushing "i" for each furniture piece to make sure that the furniture is the same size on the floor plan as what you have chosen online. **Print out the dimensions of the furniture you selected.**
-
- **Xerox an extra copy of your room and keep it with the dimensions of your furniture for the next 200 point project.**

STEP 4 (10 points) Gathering Samples

- Select magazine samples and pictures that are represented on your floor plan.
 - Furniture
 - Accessories
 - Lighting
 - Floor covering
 - Wall paint
 - Ceiling paint
 - Window treatment
 - Fabric
 - Misc: woodwork, cabinets, countertops, fixtures, appliances etc

(10 points) Collect Family Illustrations

- Collect illustrations of your family members: photos, sketches, clip art, etc. to depict their personalities, activities, and other living needs and wants.

STEP 5 (10 points) Cost of all Items in Your Room

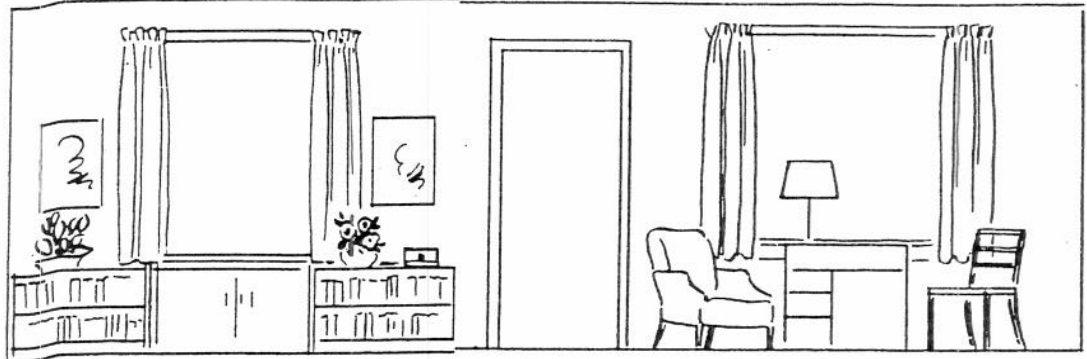
- Create a cost itemization chart for all the items on your floor plan.
- Use the internet as a source or call businesses on the phone.

COST ITIMIZATION

Item and Amount	Source	Cost
54 inch Leather Sofa	R.C. Willey	\$2,000.00

STEP 6 (10 points) Elevation

- Select one wall of your room for your elevation.
- Create an elevation using the scale of $\frac{1}{4}" = 1$ foot



(EXTRA CREDIT)

- Create a rendering using the e-z decorator or sketch a rendering of your own.
- Shrink to scale of $\frac{1}{4}" = 1$ foot

STEP 7 (10 points) Color Elevation (and Rendering)

- Color both the elevation and rendering (If you chose to design one) to represent the colors selected in your samples.

STEP 8 (10 points) Business Cards

- Create a business card that is 2 ½ inches by 3 inches. Include a logo, your name, period and title of your project. Print two cards one for each presentation board.

STEP 9 (10 points) BLOCK TITLES FOR EVERYTHING

- Create labels for everything using 1/4 inch block lettering (12 size) Ariel font.

STEP 10 (10 points) Black Card Stock Boarder Mount

- Boarder mount everything with less than 1/4" edge showing on all 4 sides.

STEP 11 (10 points) Mount Samples on Two Boards

- Mount samples on two boards
- Board #1: Business Card, Family Profile, Photos, Sketches, Clip Art
- Board #2: Business Card, Floor Plan, Elevation, Samples, Cost Itemization

MRS. MOYLE
INTERIOR DESIGN
PERIOD 4

BLOCK lettering Ariel font. Cut each label out with a ¼ inch boarder around the word and mount on black card stock with less than ¼ inch boarder showing.

HOUSE FLOOR PLAN

WINDOW TREATMENT
BLINDS

BEDROOM FLOOR PLAN
¼" = 1 FOOT

PAINTING ACCESSORY

BEDROOM ELEVATION
¼" = 1 FOOT

ACCENT COLORS

GRANITE
COUNTER TOP

FABRIC SAMPLE
BEDSPREAD

MAPLE
WOOD CABINETS

BEDROOM BED

BEDROOM DRESSER

WALL MOUNT
LIGHTING

FLOOR COVERING

BATHROOM FIXTURES

WALL PAINT

KITCHEN STOVE

CEILING PAINT

NAME _____ PERIOD _____

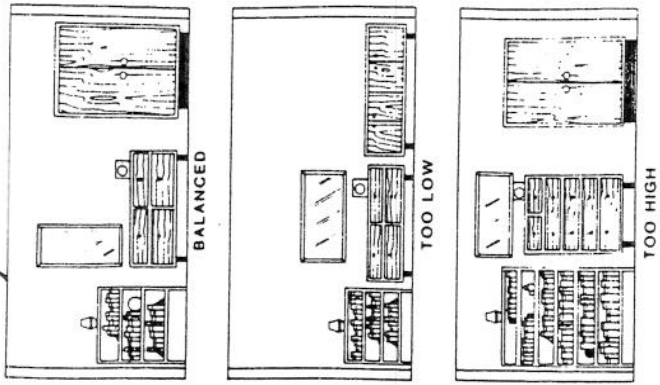
FINAL GRADING
INTERIOR DESIGN PRESENTATION BOARD
200 POINTS
Small Group Class Presentation
Two Presentation Boards

- _____ 10 points Everything boarder mounted with black cardstock less than 1/4 inch.
- _____ 10 points Samples and illustrations arranged and glued on your boards using good balance, scale and proportion.
- _____ 10 points All samples and illustrations are given a title in block lettering font size -12.
- _____ 10 points Business cards on both boards: Logo, name, period, title of project.
- _____ 30 points Overall professionalism: 3 points for each item:
 - 1- Straight edges,
 - 2- Square corners,
 - 3- No fancy scissors,
 - 4- Gluing done neatly and no glue showing (glue gun, spray glue or glue stick),
 - 5- Typed labels,
 - 6- Positive and negative space,
 - 7- Use of all principles and elements of design,
 - 8- Looks professional not cute,
 - 9- Overall balance and spacing
 - 10- Color harmony apparent.
- _____ 50 points Family Board:
 - Family Profile:
 - _____ 17 points Create a family of 3 individuals: Write a sentence describing why they are a family, for each person include name, age, education, occupation, yearly and monthly income, hobbies, activities, personality, likes, dislikes, what they want and don't want in a home.
 - _____ 17 points Photos, sketches, clip art etc. to depict their personalities, activities and other living needs and wants.
 - _____ 17 points Floor plan of entire house selected
- _____ 50 points Sample Board:
 - _____ 12 points Magazine samples and pictured represented on your floor plan: furniture, accessories, lighting, floor covering, wall paint, ceiling paint, window treatment, fabric, woodwork, cabinet color, countertops, fixtures, appliances etc.
 - _____ 14 points Your one room floor plan from RC Willey.com
 - _____ 12 points Cost itemization chart for all the items on your floor plan
 - _____ 12 points One wall elevation colored to match your samples.
- _____ 30 points Classroom Presentation - 3 points each:
 - _____ 3 points 1- Discuss what you did on your presentation boards.
 - _____ 3 points 2- Convincing presentation.
 - _____ 3 points 3- Loud enough.
 - _____ 3 points 4- Good eye contact.
 - _____ 3 points 5- Well organized and fluent.
 - _____ 3 points 6- Used interior design terms.
 - _____ 3 points 7- Good posture.
 - _____ 3 points 8- Speaks clearly and confidently.
 - _____ 3 points 9- Uses the boards at least 5 times during presentation.
 - _____ 3 points 10- Speaks with a smile and introduces themselves with their full name.

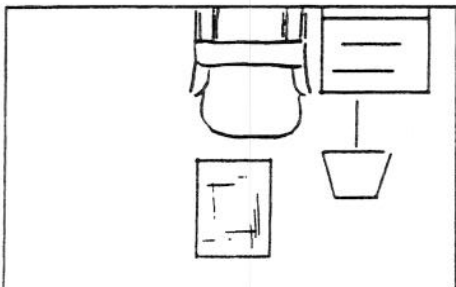
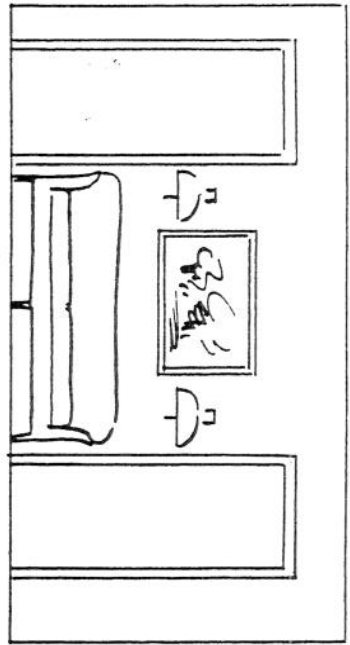
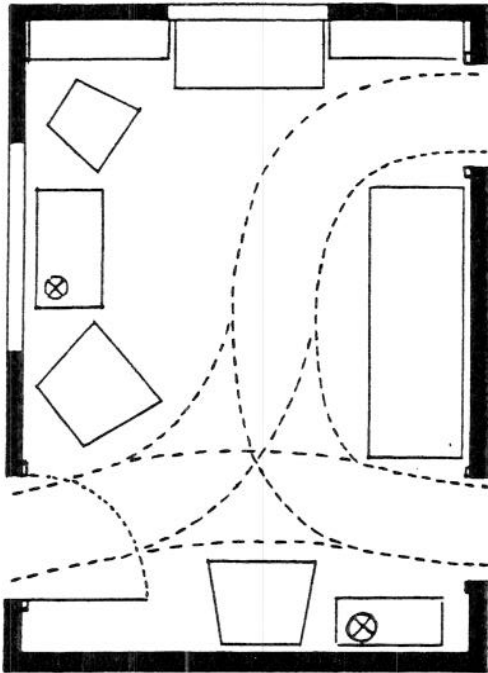
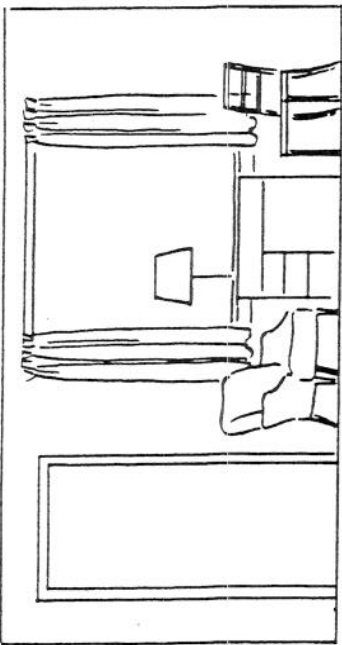
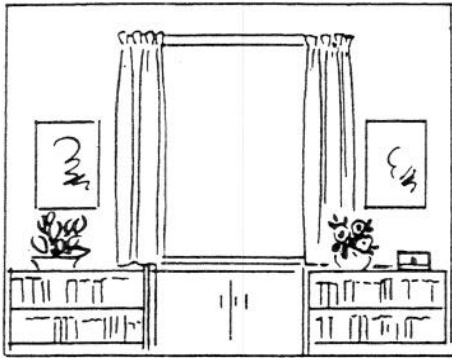
ELEVATION

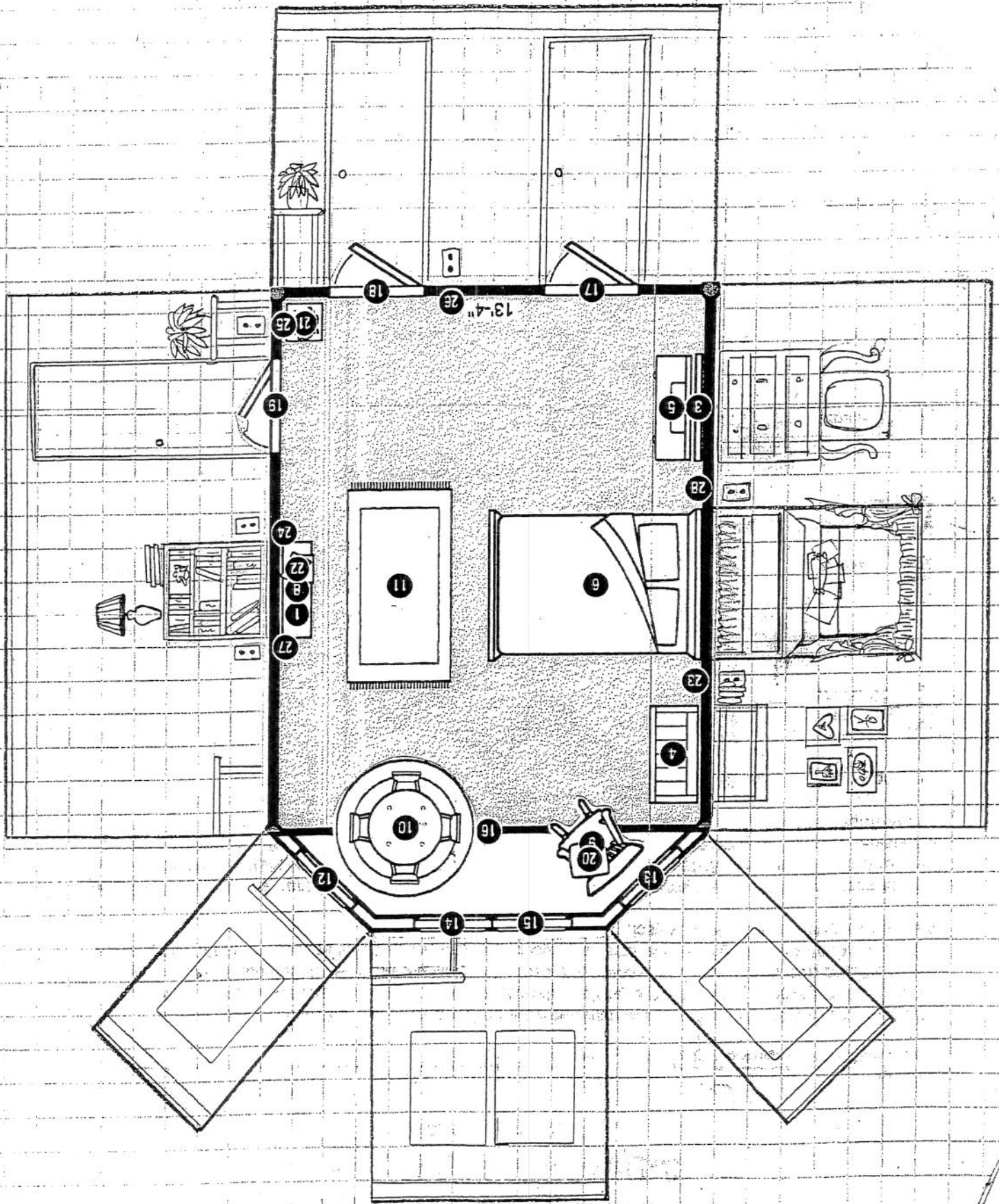
1. RC Willey.com
2. Cut out and glue on graph paper.
3. Draw walls $\frac{1}{4}$ inch = 1 foot.
Standard wall is 8 feet.

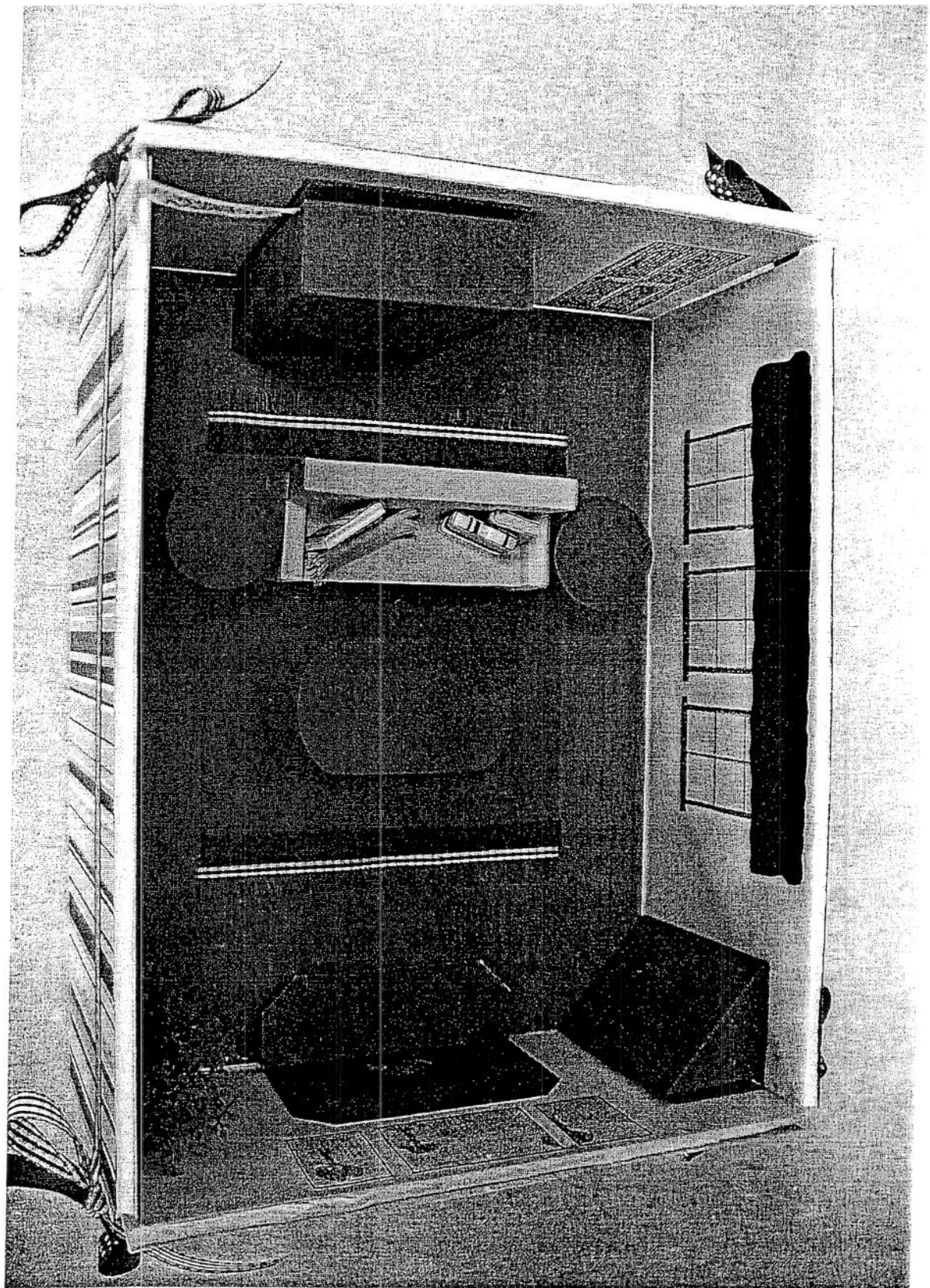
4. Draw in architectural details.
Doors, fireplace, windows.
5. Draw in furniture that is close to the
wall.
6. Draw in accessories.
Include lighting.

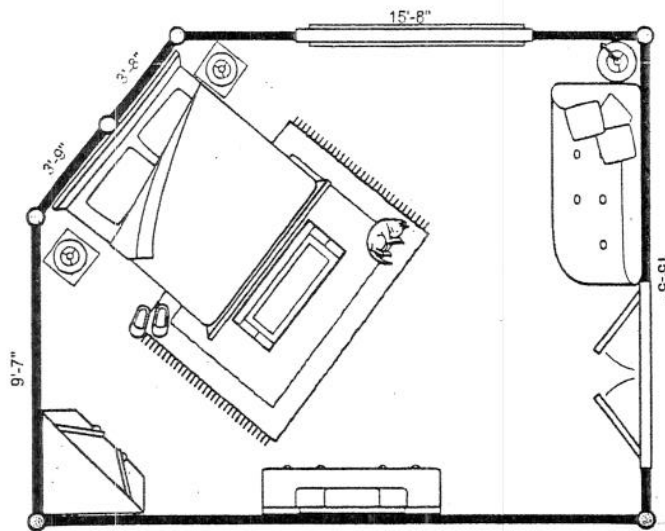


4 1 1 1









ELEVATION

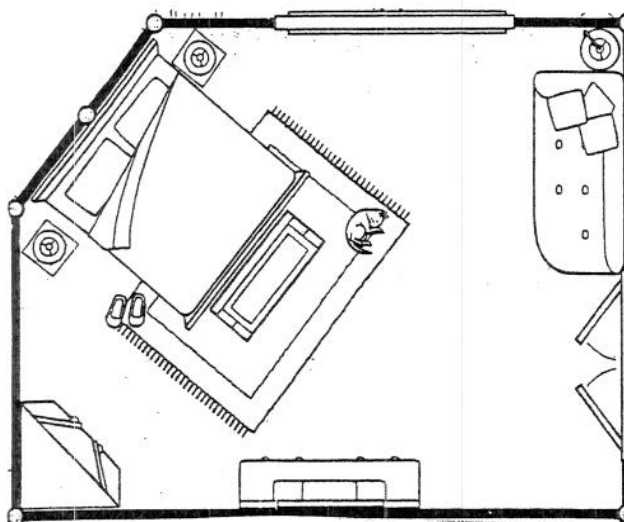


1. RC Willey.com

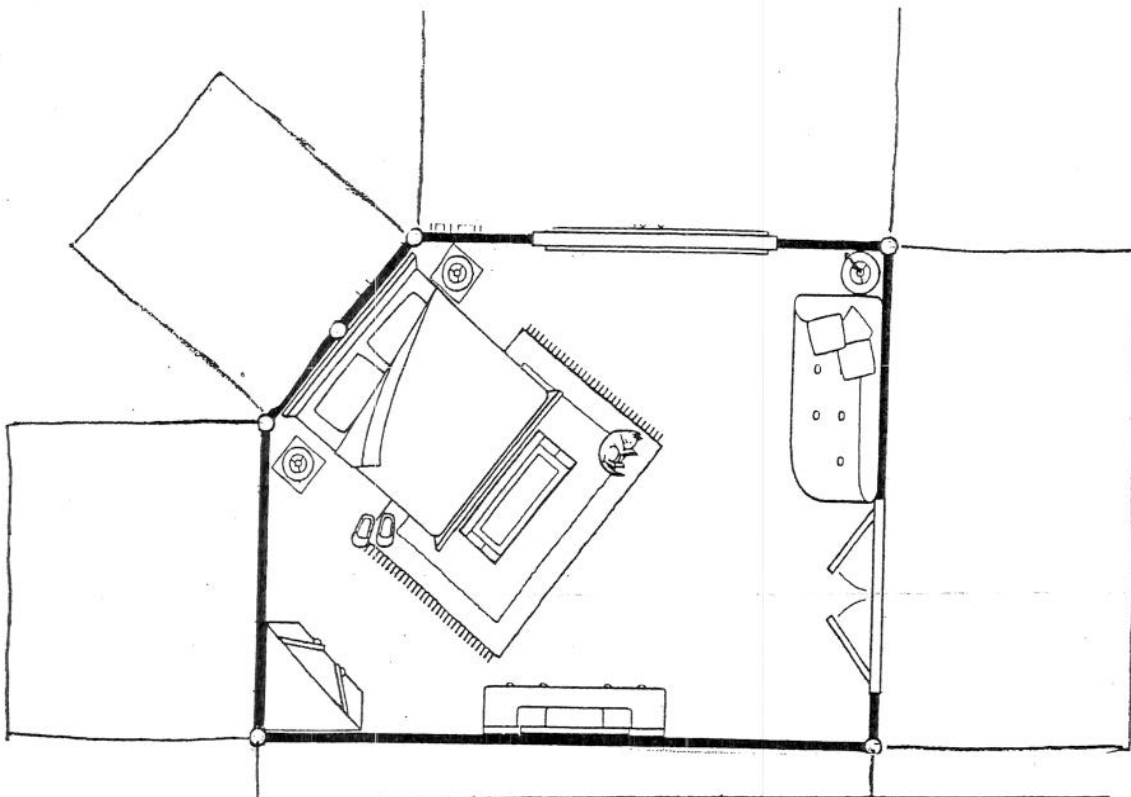
SCALE
1/4" = 1'-0"

12" =

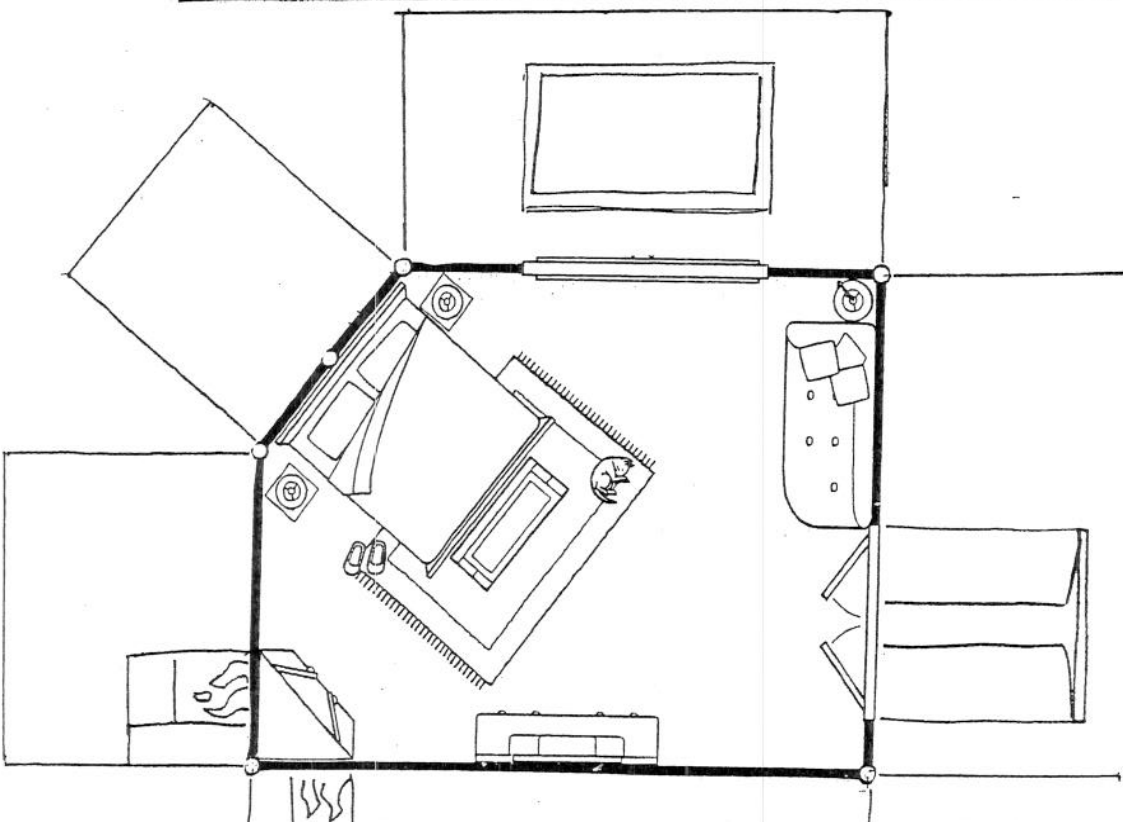
Downloaded by SCW/2



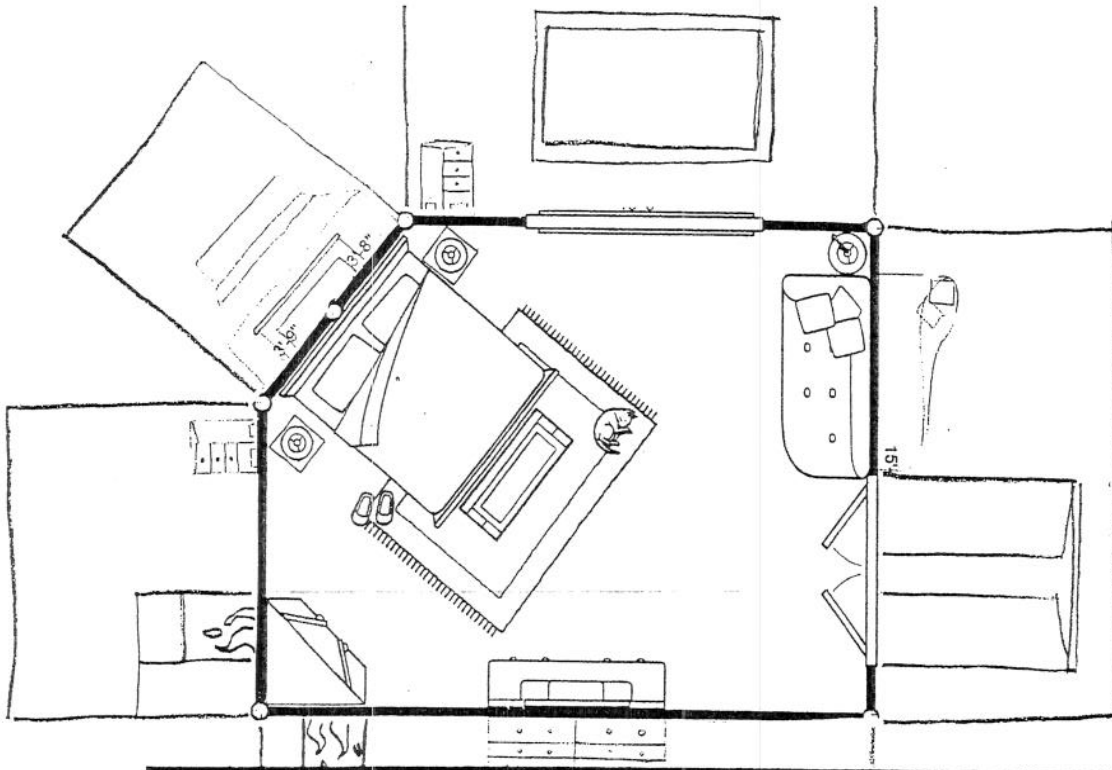
2. Cut out and glue on graph paper.



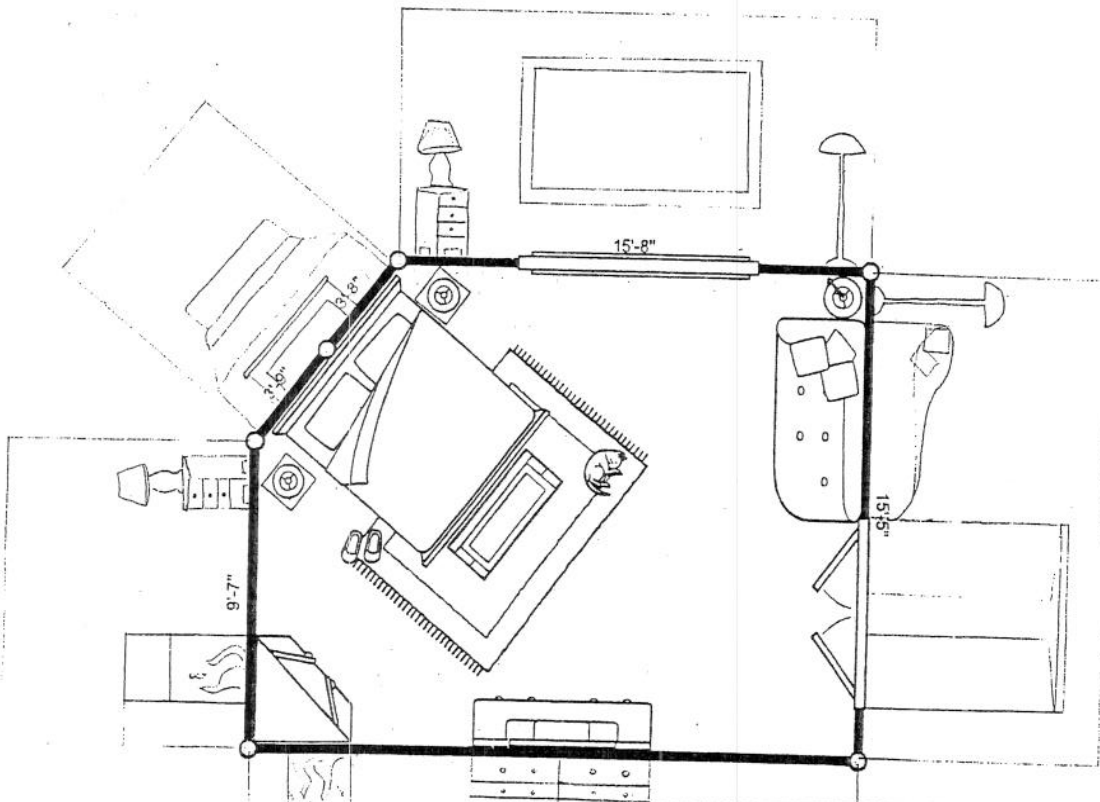
3. Draw walls $\frac{1}{4}$ inch = 1 foot.
Standard wall is 8 feet.



4. Draw in architectural details.
Doors fireplace windows



5. Draw in furniture that is close to the wall.



$\frac{1}{4}" = 1\text{foot}$
Original Elevations

6. Draw in accessories.
Include lighting.

Interior Design Final Room Project

3-Dimensional Room

200 points Possible

Name _____ Due: _____

Projects are due at the beginning of class on the due date.

For your final project you will be demonstrating your understanding of : elevation, scaled design, furniture arrangement, color scheme, scale, balance, harmony, proportion and scale, unity, variety, creativity and everything else you learned this year. The final project is worth 200 points and will be graded on neatness, completeness, creativity, accuracy, and professional appeal. All of the items below must be included in your final project.

This project should be as perfect as possible. It will be graded more critically than anything we have done this year. It should incorporate and demonstrate mastery of everything we have learned. When creating it consider balance, proportion, color, spatial arrangement, variety and unity. Most important is neatness and professionalism!

Grading Scale (10 = A) (9 = A-) (8 = B) (7 = C) (6 = D)

- | | |
|-----------------|---|
| _____ 10 points | 1. Project turned in on due date. |
| _____ 10 points | 2. Grade sheet turned in and back of grade sheet filled out. |
| _____ 10 points | 3. Elevation sketch placed in front of model (1/4" = 1 foot)
RC Willey.com floor plan or hand drawn one.
Walls drawn off from floor plan.
Furniture added according to dimensions on RC Willey printed copy.
Accessories added to room including lighting.
Neatness and detail |
| _____ 10 points | 4. Scale (1/4" = 1 foot) (1/2" = 1 foot) and name indicated on final 3-dimensional model. |
| _____ 10 points | 5. Obvious color scheme selection _____ |
| _____ 10 points | 6. 3-dimensional paper model
to scale
cut evenly and smoothly
assembled soundly and professionally |
| _____ 10 points | 7. Background materials included:
Floor covering
Wall covering
Window covering (optional) |
| _____ 10 points | 8. Furniture
to scale
appropriate covering or color
arrangement
creativity
neatness |
| _____ 10 points | 9. Accessories
appropriate for room
to scale
creativity
color coordination with scheme
neatness |
| _____ 10 points | 10. Overall presentation
professional and well organized, easy to see. |

Total points _____ multiplied by 2 = _____ 200 Total Grade Points

Notes and Comments:

Next Class: Bring your room idea and some cardboard or foam core.

Scaled model principles and elements of design evaluation:

1. Do I have a good balance of positive and negative space? Yes or No
2. What is my dominant line_____, secondary line_____, accent line_____?
3. What is my dominant shape_____, secondary shape_____, accent shape_____?
4. What is my dominant form_____, secondary form_____, accent form_____?
5. What is my dominant texture_____, my accent texture_____?
6. Where have I used symmetrical balance_____, Asymmetrical balance,_____ radial balance_____?
7. Does my room demonstrate good scale of furniture_____ of accessories_____?
8. Where have I used the golden mean or 5/8 proportion?

9. Where have I used the rhythm of repetition_____
The rhythm of gradation_____
The rhythm of opposition_____
The rhythm of radiation_____
The rhythm of transition_____
10. What is my color scheme? _____
What is my dominant color_____, secondary color_____, accent color_____.
11. What is the unity in my room_____?
12. What is the variety in my room_____?
13. Is my room structural or decorative in design?_____

The STAR Events program currently includes the following events:

Applied Technology—an *individual* or *team event*, recognizes participants who develop a project using *technology* that addresses a concern related to Family and Consumer Sciences and/or related occupations and integrates and applies *content* from academic subjects.

Career Investigation—an *individual event*, recognizes participants for their ability to perform self-assessments, research and explore a career, set career goals, create a plan for achieving goals, and describe the relationship of Family and Consumer Sciences coursework to the selected career.

Chapter Service Project—a *team event*, recognizes chapters that develop and implement an *in-depth service project* that makes a worthwhile contribution to *families*, schools, and *communities*. Students must use Family and Consumer Sciences content and skills to address and take action on a *community* need.

Chapter Showcase—a *team event*, recognizes chapters that develop and implement a well-balanced program of work and promote FCCLA and Family and Consumer Sciences and/or related occupations and skills to the *community*.

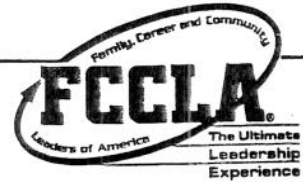
Culinary Arts—a *team event*, recognizes participants enrolled in *occupational* culinary arts/food service training programs for their ability to work as members of a team to produce a quality meal using industrial culinary arts/food service techniques and equipment.

Early Childhood—an *individual event*, recognizes participants who demonstrate their ability to use knowledge and skills gained from their enrollment in an *occupational* early childhood program. Participants must prepare a *portfolio* and a resource container. On site, participants must plan and present to evaluators an activity related to the theme in response to a case study provided during the event and an oral presentation describing the activity.

Entrepreneurship—an *individual* or *team event*, recognizes participants who develop a plan for a small business using Family and Consumer Sciences skills and *sound business practices*. Participants are evaluated on the business plan and an oral presentation and are not required to have implemented the plan. The business must relate to an area of Family and Consumer Sciences Education or related occupations.

Fashion Design—an *individual event* that recognizes participants who apply fashion design skills learned in Family and Consumer Science courses to create a display using samples of their skills.

Sample Media Plan: FCCLA Planning Process



FCCLA Planning Process

Media Plan

Identify Concerns



- Brainstorm concerns
- Evaluate listed concerns
- Narrow to one workable idea

We have an active FCCLA chapter, but we don't feel that everyone in our community knows what FCCLA is all about. We need support from local media and elected officials to promote FCCLA and our chapter projects.

Set Your Goal



- Get a clear mental picture of what you want to accomplish
- Write it down
- Evaluate it

To meet two media representatives or elected officials each month and form a relationship with them throughout the school year.

Form a Plan



- Plan how to achieve the goal
- Decide who, what, why, when, where, and how

Who: Public Relations committee

What: Invite media representatives and elected officials to FCCLA informational meetings throughout the year. Give them an overview of FCCLA and show them the *FCCLA is* video. Tell them about specific projects going on with our chapter, and make sure they understand how our projects benefit the community.

Why: To enhance the image, awareness, and understanding of FCCLA.

When: The Public Relations committee will meet every Thursday with our adviser to identify local media and elected officials. Committee members will contact individuals to set up meetings each month. After they have been familiarized with FCCLA, they will be invited to observe and participate in our chapter events as they occur.

Where: The informational meetings will take place in the Family and Consumer Sciences classroom after school.

How: Public Relations committee members will read local newspapers, search the Internet, and use library resources to collect the necessary information to invite people to their informational meetings. For the actual informational meeting, they will secure a television and VCR or DVD player from the AV department at school to show the *FCCLA is* video.

Act



- Carry out the plan

The Public Relations committee used the Media Resource List Worksheet from the *FCCLA Chapter Handbook* CD to keep track of their contacts. To monitor their PR appointments and events, they filled in the Chapter PR Plan Overview, also from the *FCCLA Chapter Handbook* CD. A chapter spokesperson was designated to lead the meetings.

Follow Up



- Evaluate the plan
- Thank people involved
- Recognize participants

After each meeting, the committee evaluated its success. Our first presentation was too scripted. We needed to practice more so that we sounded more confident and professional. We asked teachers from other departments to sit in on our practice meetings, which helped us with our presentation and helped them gain more information about FCCLA.

Once a relationship had been established with the media representatives and elected officials, these contacts were invited to become involved in our FCCLA chapter's events. Public Relations committee members sent out media advisories before events and media releases after events. Next year we plan on having an event to recognize those media representatives and elected officials who participated in or promoted FCCLA events.

Interior Design

Interior Design, an *individual* or *team event*, recognizes participants who apply interior design skills learned in Family and Consumer Sciences courses to design interiors to meet the living space needs of clients. Participants write a profile of a three-member family to serve as their clients and select a floor plan for a living space that would meet their needs. Participants design in advance a furniture arrangement, color scheme, and single wall elevation for a living/dining room. Participants must prepare a *file folder*, an oral presentation, and *visuals*.

EVENT CATEGORIES

Senior: grades 10–12

Occupational: grades 10–12

ELIGIBILITY

1. States may submit one entry in each category of this event. Teams may consist of up to three members.
2. Participation is open to any nationally affiliated FCCLA chapter member.
3. Participants in the senior category must be or have been enrolled in an interior design/housing course or unit of study. Participants in the occupational category must be or have been enrolled in an interior design course or program of study that concentrates on preparation for paid employment.

4. The project must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Meeting.

5. The Interior Design project and supporting materials must be planned, conducted, and prepared by the participant(s) only.

PROCEDURE AND TIME REQUIREMENTS

1. Each entry will submit a *file folder* with required documents to the event room consultant at the designated participation time.
2. Room consultants and evaluators will have 5 minutes to preview the *file folder* before each presentation begins.
3. Participant(s) will have 10 minutes to set up for the event. Other persons may not assist.
4. The oral presentation may be up to 15 minutes in length. A one-minute warning will be given at 14 minutes. Interviews will be stopped at 15 minutes.
5. The oral presentation is a time for the participant(s), in the role of designer(s), to present to the evaluators, in the role of clients, the interior design. The presentation is intended to be two-way dialogue, as in a conversation or interview, rather than a one-way illustrated talk.

GENERAL INFORMATION

6. Following the presentation, evaluators and participants will step out of character as designer(s) and clients for a 5-minute follow-up interview as evaluators and participant(s).
7. Evaluators will use the rubric to score and write comments for each participant. Then, evaluators will meet with each other to discuss participants' strengths and suggestions for improvement.
8. The total time required for this event is approximately 35 minutes per participant.
1. A table will be provided. Participant(s) must bring all other necessary supplies and/or equipment. Wall space will not be available.
2. Participant(s) may bring easel(s).
3. Spectators may not observe any portion of this event.
4. The use of video recordings is not allowed in this event.
5. Words in italics are defined in the glossary.
6. See **Allowable Presentation Elements** chart on page 12.



Interior Design Specifications



146

File Folder

Participant will submit one letter-size folder containing three identical sets, with each set stapled separately, of the items listed below to the event room consultant at the designated participation time. The file folder must be labeled in the top left corner with name of event, event category, participant's name(s), state, and FCCLA national region.

Number and Size	Submit one letter-size file folder.
Label on Folder	Attach a label containing name of event, event category, participant's name(s), state, and FCCLA national region.
Project Identification Page	One 8½" x 11" page on plain paper, with no graphics or decorations; must include participant's name(s), school, city, state, FCCLA national region, and title of project
FCCLA Planning Process Summary Page	One 8½" x 11" page summarizing how each step of the <i>Planning Process</i> was used to develop the Interior Design project
Contents of Folder	Include in the folder a written family profile and a copy of the floor plan.
Quantity of Folder Contents	Include in the folder 3 copies of the written family profile and 3 copies of the floor plan. If paper used for family profile/floor plan is larger than 8½" x 11", paper may be folded before placing in folder.

Presentation Boards

Each participant or team will prepare two presentation boards—one to display a profile of the three-member client family and one to display the interior design intended to meet the needs of the clients. Boards may be foam board, mat board, or mat board mounted on foam core. Tabletop or floor easels or other types of board props may be used, but will not be provided. Board background must be either solid black or white and not exceed 22" x 30". Each board must have attached a standard size business card for each participant or team member—to include participants' name(s), chapter name, school, city, state, and FCCLA national region.

Written Family Profile	<p>Each participant will develop a family profile about a hypothetical three-member family who will serve as clients for the interior design project. The profile must be written in paragraphed narrative format on paper not to exceed two 8½" x 11" pages or one 11" x 17" page. The profile may include bulleted lists. The profile must not exceed two pages and must include the following:</p> <ul style="list-style-type: none"> ■ An explanation of how the clients meet the definition of <i>family</i> ■ Names, ages, and individual incomes of family members ■ Total family income per month ■ Full-time or part-time work/education experiences in which clients are involved ■ Individual interests and activities—including hobbies, sports, pets, favorites, and personality characteristics—that may affect type of living space required
Family Profile Board	<p>Each participant or team will prepare one Family Profile presentation board to include one copy of the written family profile along with photos, sketches, clip art and/or other illustrations used to depict the personalities, activities, and other living space needs of client family members.</p> <p>Board must include an attached standard size business card to include participant's name(s), chapter name, school, city, state, and FCCLA national region.</p>
Design Board	<p>Participants will complete a room design for a living/dining room. Designs should be aesthetically pleasing and functional. Designs may be drawn by hand or generated using computer-aided design software on paper not to exceed two 8½" x 11" pages or one 11" x 17" page. The board should feature:</p> <ul style="list-style-type: none"> ■ The floor plan showing fixed architectural features and furniture arrangements to meet the clients' needs ■ A scaled wall elevation in the chosen color(s) for one wall of the living/dining room ■ Coordinated samples to represent wall and window treatments, floor covering, fabrics, and other elements, if applicable—woodwork, cabinets, countertops, fixtures, and appliances ■ A cost itemization showing the sources, unit costs, and total costs of all samples provided. ■ Consistent use of 1/4" = 1 foot measuring scale for the room, fixtures, and furnishings ■ An attached standard size business card to include participant's name, chapter name, school, city, state, and FCCLA national region.

Interior Design Specifications (continued)

Presentation to Clients

The presentation to clients may be up to 15 minutes in length and is delivered to evaluators. The presentation is a time for participant(s), in the role of designer, to present to the evaluators, in the role of clients. The presentation is intended to be a two-way dialogue, as in a conversation or interview, rather than a one-way illustrated talk. No other *visuals* or *audiovisual equipment* will be permitted.

Knowledge of Interior Design	Demonstrate thorough knowledge of interior design.
Understanding of Space Needs	Demonstrate a thorough understanding of the clients' living space needs.
Organization	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Use of Design Board	Use the design boards effectively during the presentation.
Voice Quality	Speak clearly with appropriate pitch, tempo, and volume.
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used.
Use of Time	Use time well by sustaining dialogue and covering essential points.
Responses to Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.



STAR Events Point Summary Form Interior Design



148

VITAL INFORMATION complete all sections accurately!

Category (circle one): Senior Occupational

Participant's Name(s): _____

Directions for Room Consultant:

Before each student presentation, the room consultant and evaluators should check the participant's specifications for the following:

File folder	Number, size, labels, and contents
Family profile	Format and paper size/length
Family profile board	Type of board, color, and size
Floor plan selection	Paper size/length and square footage

Using the appropriate sections of the rubric, circle the rating beside the appropriate descriptor and enter the rating in the "Score" column. For each participant, the ratings for these specifications should be the same on all evaluators' forms.

At the conclusion of the presentation, place this form in front of the completed rubrics and have the evaluators initial below beside their scores. Place your initials in the space for "Room Consultant Initials."

Evaluators' Scores

Evaluator 1 _____ Initials _____

Evaluator 2 _____ Initials _____

Evaluator 3 _____ Initials _____

Room Consultant Initials _____

Total Score _____ divided by number of evaluators = Final Average Score _____

Rating achieved (circle one)

Gold 90-100 Silver 70-89.99 Bronze 1-69.99

Verification of final score and rating (please initial)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____

Adult Room Consultant _____ Event Lead Consultant _____

Interior Design Rubric

Name of Participant _____

State _____

Category: ☐ Senior ☐ Occupational

INSTRUCTIONS: Circle the appropriate rating and enter each rating in the "Score" column on the right. Provide comments on the page to help participants understand their ratings in terms of strengths and areas for improvement. Verify points total and initial.

Evaluation Criteria		Descriptors	Score
REGISTRATION —Possible points: 0 or 5		Evaluator's Comments:	
Attendance		Participants who attend participant registration earn 5 points. Those who do not attend earn 0 points	
FILE FOLDER —Evaluator's Comments: Possible Points: 0 to 10			
Number of folders		0 = No folder provided 1 = 2 or more folders provided 2 = 1 folder provided	
Folder size		0 = Incorrect size folder 1 = Correct size folder	
Label on folder		0 = Not labeled 1 = Incompletely labeled 2 = Correctly labeled	
Project Identification Page		0 = Not provided 1 = Provided	
FCCLA Planning Process Summary Page		0 = Not provided 1 = Provided	
Contents of folder		0 = Neither profile nor floor plan included 1 = Either profile or floor plan included 2 = Both profile and floor plan included	
Quantity of folder contents		0 = Incorrect number of items 1 = 3 copies of each item provided	
WRITTEN FAMILY PROFILE —Evaluator's Comments: Possible Points: 0 to 10			
Format		0 = Not in paragraphed narrative format 1 = Paragraphed narrative format used	
Paper size/length		0 = Exceeded specifications 1 = Within paper size/length specifications	
Definition of family		0 = Did not explain how clients meet definition of family 1 = Explanation not completely clear 2 = Logical explanation provided	
Names and ages		0 = No names/ages provided 1 = Names/ages partially provided 2 = All names/ages provided	
Income		0 = No income information provided 1 = Income information provided	
Work/education		0 = No work/education roles provided 1 = Work/education roles provided	
Individual Interests and activities		0 = No individual interests/activities provided 1 = Some information provided 2 = Thorough information provided	

Interior Design Rubric (Continued)

Score

FAMILY PROFILE BOARD—Evaluator's Comments: Possible Points: 0 to 10			Score
Type of board	0 = Another type of board used	1 = Foam, mat, or mat on foam used	
Color	0 = Another color board used	1 = Solid white or black board used	
Size	0 = Board larger than 22" x 30"	1 = Board does not exceed 22" x 30"	
Business card	0 = Does not fully meet specifications	1 = Fully meets size/contents specifications	
Written family profile	0 = Written family profile not on board	1 = Written family profile on board	
Illustrations	0 = No illustrations used	1 = Limited illustrations	2 = Highly effective illustrations
Overall effectiveness	0 = Lacking in visual appeal	1 = Minimal visual appeal	2 = Some visual appeal 3 = Great visual appeal, very effective
LIVING/DINING ROOM DESIGN—Evaluator's Comments: Possible Points: 0 to 40			
Business card	0 = Does not fully meet specifications	1 = Fully meets size/contents specifications	
Scaled room floor plan	0 = Did not appear to use any scale 1 = Did not use 1/4" = 1 foot scale	2 = 1/4" scale used, but not consistently 3 = 1/4" scale used consistently	
Room dimensions	0 = No room dimensions labeled 1 = Less than 1/2 of dimensions labeled	2 = 1/2 or more, but not all, labeled 3 = All room dimensions labeled	
Architectural features	0 = No windows, doors, etc. shown 1 = Less than 1/2 of windows, doors shown	2 = 1/2 or more, but not all, shown 3 = All architectural features shown	
Furniture arrangement	0 = No furniture arrangement shown 2 = Poorly arranged, both form and function	4 = Good form OR function, not both 6 = Well-arranged for form and function	
Wall elevation	0 = No wall elevation done 2 = Not well-done, not effective	4 = Somewhat well-done/effective 6 = Well-done, very effective	
Samples	0 = No samples provided 2 = Some samples, not all, provided	4 = Some well-chosen, but not well-coordinated 6 = Well-chosen and coordinated	
Cost itemization	0 = No cost itemization 1 = Many omissions in itemization	2 = Only one or two omissions 3 = Very thorough, no omissions	
Principles of design	0 = Principles of design not applied 1 = Principles applied only minimally	2 = Most principles of design applied 3 = Principles applied consistently	
Originality of design	0 = Little evidence of originality 1 = Some evidence of originality	2 = Contains both original elements and copied elements 3 = Highly original design	
Overall effectiveness	0 = Lacking in visual appeal	1 = Some visual appeal	2 = Minimal visual appeal 3 = Great visual appeal, very effective

Interior Design Rubric (Continued)

Score

PRESENTATION TO CLIENTS—Evaluator's Comments: Possible Points: 0 to 25		
Knowledge of interior design	0 = Very little evidence of knowledge 1 = Minimal evidence of knowledge	2 = Some evidence of knowledge 3 = Evidence of thorough knowledge
Understanding of clients' space needs	1 = Very little evidence of understanding 2 = Minimal evidence of understanding	3 = Some evidence of understanding 4 = Evidence of thorough understanding
Organization	1 = Presentation was totally disorganized 2 = Presentation was difficult to follow	3 = Somewhat well-organized 4 = Very well-organized, seamless
Use of design board	1 = Board not used during presentation 2 = Board used only once or twice	3 = Board used three or four times 4 = Board used five or more times
Voice quality	0 = Ineffective	1 = Effective
Body language	0 = Did not complement the presentation	1 = Effective throughout presentation
Use of 15 minutes to cover essential points	1 = Dialogue lagged after 3-4 minutes 2 = Dialogue lagged after 5-8 minutes	3 = Stopped at 15 minutes, unfinished 4 = Covered essentials in 14-15 minutes
Responses to questions	1 = Responses vague/did not answer questions 2 = Mixed—some vague, others on target	3 = Clear, but not thorough 4 = Clear and thorough

Evaluator's Signature _____

TOTAL SCORE _____

Room Consultant Verification of Total Score (Please Initial) _____

Interior Design Teaching Tips for Advisers

The Interior Design event is a great way to provide students with an authentic learning experience in the area of custom interior design. Not only does this event allow students to hone their skills in the use of line, form, color, and texture, but it also allows them to cultivate their skills in talking with clients. Students are able to see to what extent success in interior design depends on being able to identify and interpret the needs and preferences of individual clients.

This event works well as a class project, with students deciding if they prefer to work as independent designers or on design teams. Have students approach this decision as though they were in the world of work considering all the pros and cons of each approach.

Begin by focusing attention on housing needs. Have each student use fictitious names to write on a note card a short profile of a three-member family they know. Then have them write a profile on a separate card about a hypothetical family that is unique in some way from "typical" families in the area. Divide students into design teams of three. Drop all cards into a basket and have each design team pull a card. Pair design teams so that one team can role play clients while the other role plays designers. Have paired teams work together to write interview questions that would be useful in gathering information about the clients' living space needs. When interviews are done, hold a discussion to debrief the experience and summarize what was learned.

Have students then follow event guidelines to complete their Interior Design projects. Have them use the event rubric to rate their own work. Reserve time for them to refine the project as needed to increase ratings. Finally, bring in a team of expert evaluators to judge projects, select 1st, 2nd, and 3rd place winners, and identify the student(s) who will represent the class in the next level of FCCLA competition.

